Golden Valley Charter Schools
Annual Meeting of the Board of Trustees
9601 Lake Natoma Dr.
Orangevale, CA 95662

August 19, 2026

Board Meeting Access Information

Date:	*Wednesday, August 19, 2026*
Time:	*5:00 p.m.*
Primary Location:	***Golden Valley River School, Room 5, 9601 Lake Natoma Dr., Orangevale, CA 95662***
Remote Location:	*Golden Valley Orchard, Room 19, 6550 Filbert Ave, Orangevale, CA 95662*
Zoom Link:	*Topic: BOT Annual Meeting 2026.08.19* *Time: August 19, 2026 05:00 PM Pacific Time (US and Canada)* *Join Zoom Meeting* *https://us02web.zoom.us/j/82398603077?pwd=AemIGVCkquzV79Pcnk4Zv65w8sKXoQ.1* *Meeting ID: 823 9860 3077* *Passcode: 834144* *---* *One tap mobile* *+16699009128,,82398603077#,,,,*834144# US* *Join instructions* *https://us02web.zoom.us/meetings/82398603077/invitations?signature=HaZpluJgKXXA3yG45QEnLujj7YnaIUBt9Ku4HtnsYJc*

This meeting is being conducted in person and will also be available to the public via teleconference through the Zoom platform.

Members of the public who wish to comment during the Board meeting may do so in person at the primary meeting location, a remote meeting location, or use the "raise hand" tool on the Zoom platform. Members of the public may also email their comments to the Board at bot@gvcharter.org ; emailed comments will be summarized by the board chair. Individual comments are limited to three (3) minutes. The Board will limit the total time for public comment to fifteen minutes. The Board reserves the right to mute or remove a participant from the meeting if the participant unreasonably disrupts the Board meeting.

Disability Accommodations. A person with a disability may contact the central office at (916) 597-1477, or email the board at bot@gvcharter.org at least 48 hours before the scheduled board meeting to request receipt of an agenda and other distributed writings in an appropriate alternative format or to request disability-related modifications or accommodations, including auxiliary aids or services, in order to participate in the public board meeting.

Golden Valley Charter Schools
Annual Meeting of the Board of Trustees
9601 Lake Natoma Dr.
Orangevale, CA 95662

August 19, 2026

Annual Meeting Agenda

1. **Call to Order** – 5:00 p.m. *(K. Gerski-Keller)*

2. **Roll Call** – 5:00 p.m.
   Board Members: Katie Gerski-Keller, Ekaterina Khmelniker, Stephen Quadro, Meredith Willsen, James Stark, Jessica Crew

3. **Board Member Exigencies and Remote Attendance** – 5:01 p.m. (*K. Gerski-Keller)*
   Action: Shall the board approve any board members to participate in this board meeting from a remote location due to just cause exceptions per SB 707?
   Information: Members must publicly disclose at the meeting before any action is taken, whether any other individuals 18 years of age or older are present in the room at the remote location with the member, and if so, the general nature of the member's relationship with any such individuals; and ensure their meeting participation using both visual and audio technology.

4. **Flag Salute/Quote/Moment of Silence** – 5:05 p.m. (*K. Gerski-Keller)*

5. **Public Comment** – 5:06 p.m.
   This portion of the meeting is set aside for members of the audience to make public comments or raise issues that are not specifically on the agenda or for those that are on the agenda in areas of Board jurisdiction. Speakers are asked to keep comments respectful and focused on issues, not individuals. Please refrain from using names or identifying information when referencing students, staff, or families. Comments about specific individuals—especially students—should be addressed privately through the appropriate administrative channels. Disclosing confidential student information during a public meeting may violate federal privacy laws (FERPA). Additionally, members of the public are reminded that slanderous, defamatory, or disruptive comments may result in legal liability or removal from the meeting. The Board does not respond to public comment but may refer matters to administration for review.
   These presentations are limited to three (3) minutes and the total time allotted to non-agenda items will not exceed fifteen (15) minutes. The board will receive in person comments first, remote location comments second, and Zoom comments third.

6. **Minutes Approval –** 5:21 p.m. *(K. Gerski-Keller)*
   Action: Shall the Board approve the June 24, 2026, Special Meeting Minutes?

7. **GVCS Stipend Schedule –** 5:22 p.m. *(J. Hoover)*
   Discussion/Action: Shall the Board approve a revised Stipend Schedule for Golden Valley Charter Schools (GVCS)?

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8. **Amended SARC for GVOS –** 5:25 p.m. *(J. Hoover)*
   Discussion/Action: Shall the board approve the amended 2024-2025 Golden Valley Orchard School (GVOS) School Accountability Report Card (SARC)?

9. **GVEF MOU** – 5:30 p.m. *(J. Hoover)*
   Discussion/Action: Shall the board approve the Memorandum of Understanding (MOU) between the Golden Valley Educational Foundation (GVEF) and Golden Valley Charter Schools?

10. **Voting of Community Members to the Board of Trustees** – 5:40 p.m. *(K. Gerski-Keller)*
    Discussion/Action: Shall the Board appoint community members to the Board of Trustees?

11. **Election of Officers to the Board of Trustees** – 5:42 p.m. *(K. Gerski-Keller)*
    Action: Shall the board elect officers to the Board of Trustees for the 2026/2027 school year?
    10.1 **Chair**
    10.2 **Vice-Chair**
    10.3 **Secretary**

12. **Formation of Board Committees** – 5:45 p.m. *(K. Gerski-Keller)*
    Action: Shall the Board form committees and appoint members for the 2026/2027 school year?
    11.1 **Finance Committee**
    11.2 **ED Review Committee**
    11.3 **Conflict Resolution Committee**

13. **BOT Oath of Office** – 6:00 p.m. *(K. Gerski-Keller)*
    Action: Shall each Board member complete the Oath of Office for the 2026/2027 school year?

14. **Board Retreat Date and Agenda Items** – 6:15 p.m. *(K. Gerski-Keller)*
    Discussion: The Board will discuss potential agenda items for their annual Board Retreat and confirm a date.

15. **Faculty Reports** – 6:30 p.m.
    Faculty Chair Report, Orchard: Orchard Faculty Chair, Jordan Watkins, will present items of interest to the board. *(J. Watkins)*
    Faculty Chair Report, River: River Faculty Chair, Sarah Chase, will present items of interest to the board. *(S. Chase)*

16. **Executive Reports** – 6:40 p.m.
    Board Chair Report: Board of Trustees Chair, Katie Gerski-Keller, will present items of interest to the board.
    Executive Director Report: Executive Director, Jennifer Hoover, will present items of interest to the board.

17. **Recitation of the Motto of the Social Ethic** – 6:50 p.m.
    The healing social life is found

When in the mirror of each human soul
The whole community finds its reflection,
And when, in the community,
The virtue of each one is living.

18. **Adjournment of the meeting** – 6:51 p.m. *(K. Gerski-Keller)*

Golden Valley Charter Schools
Special Meeting of the Board of Trustees
1000 River Rock Dr. Ste 118
Folsom, CA 95630

June 24, 2026

Special Meeting Minutes

1. **Vice Chair Meredith Willsen called the meeting to order at 5:05 p.m.**

2. **Roll Call** –
   Board Members Present: Katie Gerski-Keller, Meredith Willsen, Ekaterina Khmelniker, James Stark, Jessica Crew
   Board Members Absent: Stephen Quadro
   Guests: Brittany Galles, Jennifer Hoover, Becky Page (remote), Nikki Freitas

3. **Board Member Exigencies and Remote Attendance** –
   Action: Shall the board approve any board members to participate in this board meeting from a remote location due to just cause exceptions per SB 707?
   Information: Members must publicly disclose at the meeting before any action is taken, whether any other individuals 18 years of age or older are present in the room at the remote location with the member, and if so, the general nature of the member's relationship with any such individuals; and ensure their meeting participation using both visual and audio technology.

   TABELED. NO ACTION.

4. **James Stark read the Helpfulness Virtue Card.**

5. **Public Comment** –
   There were no public comments.
   Chair Katie Gerski-Keller closed public comment at 5:08 p.m.

6. **Datacate Cybersecurity Services –**
   Datacate leadership members Ed LaFrance and Emory Hayes presented an update on Datacate's recent cybersecurity services as a result from a recent security breach that occurred to a client unrelated to Golden Valley Charter Schools (GVCS). Datacate provided an update regarding the school's cybersecurity software. The school has historically used Trend Micro; however, the product is being phased out due to its limited ability to address evolving cybersecurity threats and changing industry requirements.
   Datacate vetted, reviewed and selected Guardz, a comprehensive cybersecurity platform that provides enhanced protection, including email and spam security, dark web monitoring, identity protection, cybersecurity awareness training, 24/7 security monitoring, and automated response capabilities. The platform also includes Sentinel One, a modern endpoint detection and response (EDR) solution designed to address current cybersecurity threats.
   Datacate noted that the transition to Guardz had been planned prior to the recent cybersecurity incident involving another client, which further demonstrated the limitations of the legacy Trend Micro product. Datacate was able to fully restore the affected client using existing backup systems.
   The transition to Guardz is also intended to better align the school with increasingly stringent cybersecurity insurance requirements. Datacate explained that Trend Micro protections may no longer meet current cybersecurity insurance standards, while Guardz is designed to support compliance with those requirements. Overall, transitioning to Guardz will provide GVCS with a

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significantly higher level of protection and better alignment with the current cybersecurity threat environment. Ed and Emory answered questions surrounding faceless accounts, monitoring, phishing and security training.

The Board made note of the current monthly contract price between GVCS and Datacate being $4,100. Emory explained the discounted price of Guardz from $20 to $12/unit and that this will maintain the locked in price point moving forward including when GVCS renews their contract with Datacate. Jennifer made note that the Datacate monthly contract cost is split between both sites, as would the new fee of $1,200 equaling $600 per site.

It was moved by James Stark and seconded by Jessica Crew that the Board approve an additional monthly cybersecurity service fee associated with Datacate's cybersecurity service transition.

(Ayes: 5, Noes: 0, Abstain: 0)

7. **Certificate of Amendment –**
Human Resources Specialist Nikki Freitas provided an update regarding CalSTRS compliance requirements affecting charter schools. Following the Board's June 3rd meeting, GVCS worked with legal counsel at YMC Legal to review the organization's governing documents and structure, including the Articles of Incorporation, Bylaws, charter language, and organizational certifications required by CalSTRS. Legal counsel prepared recommended revisions to address the applicable CalSTRS requirements. The Board was provided with an update on the progress made and the proposed governance revisions. Although CalSTRS does not specifically require Board approval of the certification form, the related governance matters were brought before the Board to ensure transparency, proper authorization, and continued compliance with CalSTRS requirements.

YMC Legal determined that amendments to GVCS Articles of Incorporation are necessary to align with CalSTRS Employer Directive 2026-01 and Form 0765. The proposed Certificate of Amendment updates the dissolution provisions to ensure that any remaining assets upon dissolution are distributed in accordance with CalSTRS requirements and applicable law. Upon Board approval, the amendment will be executed by the Board President and Corporate Secretary and filed with the California Secretary of State. Copies will subsequently be provided to the Internal Revenue Service and California Franchise Tax Board for organizational records. YMC Legal prepared the amendment and will assist with the filing process.

It was moved by Jessica Crew and seconded by Meredith Willsen that the Board approve the Certificate of Amendment of the Articles of Incorporation for purposes of compliance with CalSTRS Form 0765 and Directive.

(Ayes: 5, Noes: 0, Abstain: 0)

8. **Revised GVCS Bylaws –**
Nikki presented revisions to GVCS Bylaws to ensure compliance with CalSTRS Form 0765 and Directive. YMC Legal recommended revisions to GVCS Bylaws to ensure consistency with the amended Articles of Incorporation and CalSTRS requirements. Specifically, Article V, Section 1,

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regarding dissolution and distribution of assets, was revised to incorporate the recommended language. Upon Board approval, the revised Bylaws will become part of the corporation's official governance records and will not require filing with a governmental agency. YMC Legal also reviewed the language in the school's approved charters and determined that the existing language sufficiently addresses CalSTRS requirements by deferring to the Articles of Incorporation regarding the distribution of assets upon dissolution. Following Board approval of the amendments, administration will notify San Juan Unified School District as recommended by legal counsel.

It was moved by Meredith Willsen and seconded by James Stark that the Board approve the revised Bylaws for Golden Valley Charter Schools (GVCS) to ensure compliance with CalSTRS Form 0765 and Directive

(Ayes: 5, Noes: 0, Abstain: 0)

9. **CalSTRS Form 0765, GVOS –**
Nikki presented CalSTRS Form 0765 for Golden Valley Charter Schools' River and Orchard campuses. The certification requires representations regarding governance, organizational structure, and ongoing compliance, including a commitment to maintain publicly available written contractual agreements by January 31, 2027.
Legal counsel advised that the forms should be executed only after the Board approves the governing document amendments and the Certificate of Amendment is filed with the California Secretary of State. Following completion of these steps, administration will execute and submit Form 0765 for each applicable school to CalSTRS.
Nikki recommended selecting Option 2 on Page 2 of Form 0765, consistent with legal counsel's guidance and Golden Valley's organizational structure and governance documentation. The Board was asked to authorize the execution and submission of the forms following the filing of the approved Certificate of Amendment.

It was moved by Ekaterina Khmelniker and seconded by James Stark that the Board approve authorizing execution of CalSTRS Form 0765 for Golden Valley Orchard School (GVOS) upon filing of the Certificate of Amendment of Articles of Incorporation.

(Ayes: 5, Noes: 0, Abstain: 0)

10. **CalSTRS Form 0765, GVRS –**
Nikki provided information regarding the execution of Form 0765 for GVRS.

It was moved by Ekaterina Khmelniker and seconded by Jessica Crew that the Board approve authorizing execution of CalSTRS Form 0765 for Golden Valley River School (GVRS) upon filing of the Certificate of Amendment of Articles of Incorporation.

(Ayes: 5, Noes: 0, Abstain: 0)

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11. **Review of Comparable Compensation Data for Charter School Executive Directors/CEOs/Superintendents/Teachers** –
Nikki presented an updated teacher compensation study requested by the Board at the June 3rd meeting. The study compared GVCS teacher compensation with similar charter schools using publicly available salary schedules, organizational size, enrollment, and staffing data. The study found that most comparable charter schools use step-and-column salary schedules based on experience, education, or both, with additional compensation opportunities such as advanced-degree stipends, longevity incentives, and specialized assignments. GVCS compensation structure differs by utilizing a base salary with additional compensation tied to years of service, credentials, educational attainment, and specialized certifications.
The study also found that starting salaries among comparable charter schools were relatively consistent, while greater differences existed in long-term earning potential through salary progression, longevity incentives, and educational stipends. The study was provided as a current market comparison to support the Board's ongoing discussions regarding employee compensation and future budget planning.

Nikki clarified that GVCS is on the lower end for Executive Director (ED) salary when compared to charter schools due to the compensation listed reflecting the range on the compensation study that was publicly posted for the ED position in the beginning of the year.
Jessica explained that GVCS is more aligned with River Charter Schools and Sacramento Valley Charter schools in comparison especially with their teachers' salaries.
The Board would like to edit the ED range that GVCS currently has to reflect something like $145,000-$175,000. The Board discussed the purpose of establishing compensation ranges. Ranges provide a framework for evaluating an employee's position relative to the market median and can help inform appropriate pay increases based on an employee's placement within the range. Compensation ranges also provide guidance when recruiting and refilling positions by establishing a published range while allowing offers to be adjusted based on a candidate's experience and qualifications.

Meredith clarified the annual salary increase for all staff of 3% is applied at the beginning of their new contract year and explained that Jennifer would also receive the 3% annual increase. The range will be updated and the 3% will be applied regarding the new ED contract.

12. **Executive Compensation –**
The Board discussed Executive Director compensation. Executive Director compensation effective July 1, 2026, will be $153,963.

It was moved by Jessica Crew and seconded by Meredith Willsen that the Board approve Executive Compensation paid to the Executive Director for the 2026-2027 school year.

(Ayes: 5, Noes: 0, Abstain: 0)

13. **Nutrition Services MOU –**
Jennifer Hoover presented the proposed Nutrition Services Memorandum of Understanding (MOU) from San Juan Unified School District (SJUSD). This MOU is essentially the same MOU with regard to the slight increase in rates for breakfast and lunch. Jennifer explained every year the state increases the reimbursement rate. Breakfast costs have increased by twenty cents and

lunch costs have increased by twenty-five cents. All other components of the proposed MOU are the same as the current.

It was moved by James Stark and seconded by Ekaterina Khmelniker that the Board approve the Nutrition Services Memorandum of Understanding (MOU) from San Juan Unified School District (SJUSD).

(Ayes: 5, Noes: 0, Abstain: 0)

14. **Minutes Approval –**
    It was moved by Ekaterina Khmelniker and seconded by Jessica Crew that the Board approve the June 3, 2026, Regular Meeting Minutes.

    (Ayes: 5, Noes: 0, Abstain: 0)

15. **The Board recited the Motto of the Social Ethic**.

16. **Chair Katie Gerski-Keller adjourned the meeting at 6:13 p.m.**

Respectfully submitted by Brittany Galles.

_____ _____

Katie Gerski-Keller, Chair **Date**

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GOLDEN VALLEY
CHARTER SCHOOLS

Stipend Schedule & Procedures

Position/Duty	Stipend
Head Coach (Soccer, Basketball)	$800 per team
Assistant Coach (Soccer, Basketball)	$500 per team
Faculty Chair	$2,000 per school
Athletic Coordinator	$5,000 per school year
Volleyball Coach	$400 per season
EL Testing	$1,500 per school year
Attendance Recovery	$2,500 per school year
Yearbook Stipend	$400 per year

Stipend Payment Schedule

- Annual stipends are paid in June.
- Semi-annual stipends are paid in December and June.
- Quarterly stipends are paid in October, January, March, and June.
- Bi-monthly stipends are divided equally across applicable payroll periods.
- Coaching stipends are paid at the conclusion of the season.

Stipend Procedures

1. Stipends are provided for the successful completion of approved duties, assignments, or responsibilities that are performed in addition to an employee's regular position.

2. Employees must satisfactorily perform and complete the assigned duties for the designated service period in order to earn the stipend payment.

3. Unless otherwise approved by the Executive Director, stipends are not earned on a prorated basis and are not guaranteed solely by accepting an assignment.

4. Employees must remain actively employed and in good standing through the completion of the assigned service period and applicable stipend payment date to receive payment.

5. If an employee resigns, is separated from employment, declines to complete the assignment, or otherwise does not fulfill the duties through the end of the designated service period, any unpaid portion of the stipend will not be earned or paid.

6. If an assignment is reassigned during the service period, the employee who assumes and successfully completes the remaining duties may be eligible to receive the applicable stipend payment, as determined by administration.

7. Stipend assignments may be modified, reassigned, or discontinued based on organizational needs.

8. The Executive Director retains the authority to make final determinations regarding stipend eligibility, assignment completion, and payment administration in circumstances not specifically addressed by this procedure.

9. All stipends are subject to applicable payroll taxes and withholdings and will be paid through the regular payroll process.

Golden Valley Orchard

2024–25 School Accountability Report Card

Reported Using Data from the 2024–25 School Year

California Department of Education

Address:	6550 Filbert Ave. Orangevale, CA , 95662-4112	**Principal:**	Becky Page, Principal
Phone:	(916) 987-1490	**Grade Span:**	K-8

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at https://www.cde.ca.gov/ta/ac/sa/.
- For more information about the LCFF or the LCAP, see the CDE LCFF web page at https://www.cde.ca.gov/fg/aa/lc/.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at https://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard

The California School Dashboard (Dashboard) https://www.caschooldashboard.org/ reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

Admission Requirements for the University of California (UC)

Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at https://admission.universityofcalifornia.edu/.

Admission Requirements for the California State University (CSU)

Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at https://www2.calstate.edu/.

About This School

Becky Page, Principal

Principal, Golden Valley Orchard

About Our School

It is a privilege to share the 2024–25 School Accountability Report Card for Golden Valley Orchard School. This document reflects our ongoing commitment to transparency, growth, and excellence in education. As a Waldorf-inspired public charter school, we are proud to offer a learning experience that nurtures the intellectual, artistic, and social development of every child.

At Golden Valley Orchard, we approach the Common Core Standards through the lens of the Waldorf curriculum, blending rigorous academics with artistic expression and hands-on learning. This approach allows students to engage deeply with content through multiple modalities—storytelling, movement, music, handwork, painting, gardening, and drama—honoring the diverse ways children learn and thrive.

Our faculty and staff are dedicated to supporting each student's journey. Teachers use ongoing formative assessments to guide instruction, implement timely interventions, and challenge students appropriately at every grade level. Through close collaboration between classroom teachers, education specialists, and support staff, we ensure that all students, including those needing additional support, receive the attention and care necessary to make meaningful academic progress.

Community life is an integral part of our school. From seasonal festivals to parent participation and class performances, these experiences cultivate a deep sense of belonging and connection among students, families, and staff. Together, we continue to build a school culture grounded in creativity, compassion, and collaboration.

As we reflect on our achievements and look toward the future, we remain committed to our mission of educating the whole child—head, heart, and hands. Thank you for your partnership, your trust, and your continued support of the Golden Valley Orchard community.

Contact

Golden Valley Orchard
6550 Filbert Ave.
Orangevale, CA 95662-4112

Phone: (916) 987-1490
Email: bpage@goldenvalleycharter.org

Contact Information (School Year 2025–26)

District Contact Information (School Year 2025–26)

District Name	San Juan Unified
Phone Number	(916) 971-7700
Superintendent	Bassanelli, Melissa
Email Address	mbassanelli@sanjuan.edu
Website	www.sanjuan.edu

School Contact Information (School Year 2025–26)

School Name	Golden Valley Orchard
Street	6550 Filbert Ave.
City, State, Zip	Orangevale, CA , 95662-4112
Phone Number	(916) 987-1490
Principal	Becky Page, Principal
Email Address	bpage@goldenvalleycharter.org
Website	http://www.goldenvalleycharter.org
Grade Span	K-8
County-District-School (CDS) Code	34674470132399

School Description and Mission Statement (School Year 2025–26)

Since its founding in 1999, Golden Valley Charter Schools has offered a unique and highly effective interdisciplinary curriculum based on a deep understanding of the developmental stages of childhood. Here, learning is embedded in storytelling, movement, arts, music and direct experience of natural phenomena. The goal is to help students develop to their highest potential so they will one day actively create and participate in a vibrant, healthy society that serves the good of all.

Our Mission

We nurture a passion for learning through head, heart, and hands experiences which prepare students to engage in a dynamic world.

Our Vision

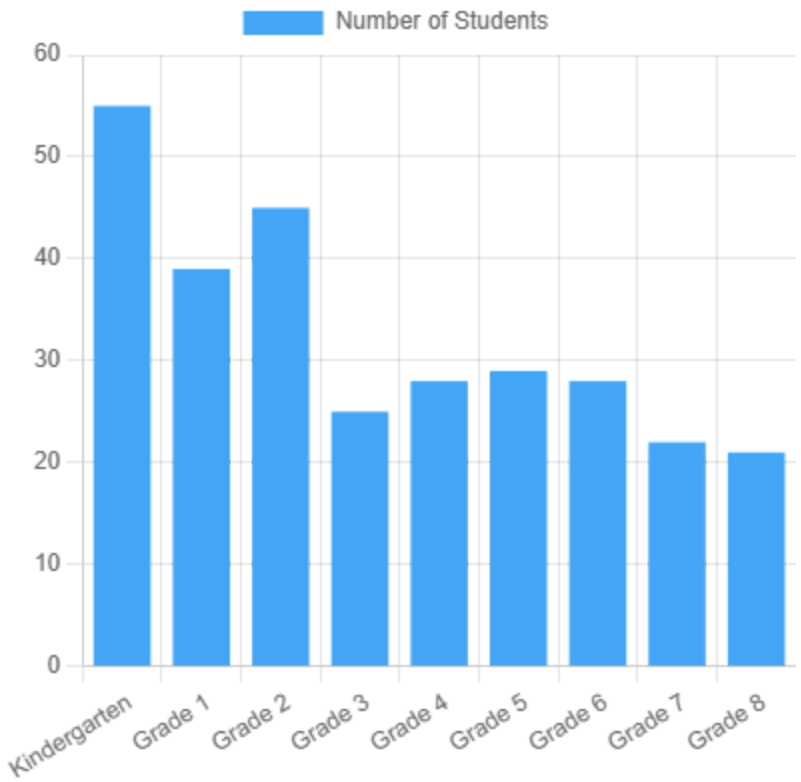
Expanding access for children and families to a community of public Waldorf Schools.

Strategic Plan

All community members - faculty, administration, staff, parents and students - are asked to make themselves familiar with this document. Full strategic plan: Golden Valley Strategic Plan

Student Enrollment by Grade Level (School Year 2024–25)

Grade Level	Number of Students
Kindergarten	55
Grade 1	39
Grade 2	45
Grade 3	25
Grade 4	28
Grade 5	29
Grade 6	28
Grade 7	22
Grade 8	21
Total Enrollment	292



Student Enrollment by Student Group (School Year 2024–25)

Student Group	Percent of Total Enrollment
Female	48.00%
Male	50.70%
Non-Binary	0.00%
American Indian or Alaska Native	0.30%
Asian	0.70%
Black or African American	0.70%
Filipino	0.70%
Hispanic or Latino	17.20%
Native Hawaiian or Pacific Islander	0.00%
Two or More Races	11.10%
White	67.60%

Student Group (Other)	Percent of Total Enrollment
English Learners	2.40%
Foster Youth	0.00%
Homeless	2.40%
Migrant	0.00%
Socioeconomically Disavantaged	31.10%
Students with Disabilities	11.50%

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Preparation and Placement (School Year 2021–22)

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	11.20	82.30%	1946.10	78.12%	234405.20	84.00%
Intern Credential Holders Properly Assigned	1.00	7.32%	21.60	0.87%	4853.00	1.74%
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00%	80.70	3.24%	12001.50	4.30%
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00%	243.50	9.78%	11953.10	4.28%
Unknown/Incomplete/NA	1.40	10.31%	199.10	8.00%	15831.90	5.67%
Total Teaching Positions	13.60	100.00%	2491.10	100.00%	279044.80	100.00%

Note: The data in this table is based on full-time equivalent (FTE) status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teacher Preparation and Placement (School Year 2022–23)

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	12.10	92.40%	1925.60	80.09%	231142.40	83.24%
Intern Credential Holders Properly Assigned	1.00	7.60%	23.50	0.98%	5566.40	2.00%
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00%	84.50	3.52%	14938.30	5.38%
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00%	253.40	10.54%	11746.90	4.23%
Unknown/Incomplete/NA	0.00	0.00%	117.00	4.87%	14303.80	5.15%
Total Teaching Positions	13.10	100.00%	2404.20	100.00%	277698.00	100.00%

Note: The data in this table is based on full-time equivalent (FTE) status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teacher Preparation and Placement (School Year 2023–24)

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	11.10	88.15%	1867.30	76.49%	230039.40	100.00%
Intern Credential Holders Properly Assigned	1.00	7.90%	36.00	1.48%	6213.80	2.23%
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00%	94.30	3.86%	16855.00	6.04%
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00%	276.20	11.32%	12112.80	4.34%
Unknown/Incomplete/NA	0.50	3.95%	167.10	6.85%	13705.80	4.91%
Total Teaching Positions	12.60	100.00%	2441.10	100.00%	278927.10	100.00%

Note: The data in this table is based on full-time equivalent (FTE) status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

Authorization/Assignment	2021–22 Number	2022–23 Number	2023–24 Number
Permits and Waivers	0.00	0	0.00
Misassignments	0.00	0	0.00
Vacant Positions	0.00	0	0.00
Total Teachers Without Credentials and Misassignments	0.00	0	0.00

Credentialed Teachers Assigned Out-of-Field (considered "out-of-field" under ESSA)

Indicator	2021–22 Number	2022–23 Number	2023–24 Number
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0	0.00
Local Assignment Options	0.00	0	0.00
Total Out-of-Field Teachers	0.00	0	0.00

Class Assignments

Indicator	2021–22 Percent	2022–23 Percent	2023–24 Percent
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0%	0%	0.00%
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0%	0%	0.00%

Note: For more information refer to the Updated Teacher Equity Definitions web page at https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp.

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2025–26)

Golden Valley Orchard provides each student, including English Learners, with sufficient standards-aligned instructional materials in English/Language Arts, Mathematics, Science, and History-Social Science. Sufficient materials are available to students for use during classroom instruction and, when needed for assigned instructional purposes, for use at home. No students lack access to the instructional materials required for their courses.

Golden Valley Orchard uses a combination of Board-approved curriculum, primary-source materials, literature, teacher-developed resources, and supplemental instructional materials to implement the California academic content standards and the educational program described in the school's Board-approved charter.

School staff review the instructional materials available to students as part of the school's determination of sufficiency. For the 2024–25 school year, Golden Valley Orchard determined that all students, including English Learners, had sufficient instructional materials in the applicable core subject areas.

Year and month in which the data were collected: August 2025

Subject	List of Textbooks and Other Instructional Materials/Indicate if from Most Recent Adoption/Year of Adoption	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Grades 7-8: Voyages in English Grammar and Writing, Loyola Press Golden Valley Orchard uses primary-source literature, informational texts, teacher-developed resources, and supplemental instructional materials aligned with the California English Language Arts standards and the educational program described in the Board-approved Golden Valley Orchard charter. These instructional materials did not undergo a separate curriculum pilot or separate Board textbook-adoption process. The materials are selected and implemented in accordance with the instructional approach and educational program established through the Board-approved charter. Sufficient English/Language Arts instructional materials were available to every student, including English Learners, for classroom use and for use at home as needed for assigned instructional purposes.	0
Mathematics	Grades 3-5: Reveal Math Grades 6-8: Big Ideas Learning Golden Valley Orchard's mathematics instructional materials were approved by the Golden Valley Charter Schools Board of Trustees in 2022 following a staff-led curriculum review and pilot process. Staff participating in the mathematics pilot evaluated selected mathematics curricula using a curriculum-evaluation rubric. Based on the pilot, staff made a recommendation regarding the instructional	0

Subject	List of Textbooks and Other Instructional Materials/Indicate if from Most Recent Adoption/Year of Adoption	Percent Students Lacking Own Assigned Copy
	materials, which was subsequently approved by the Board of Trustees. Sufficient mathematics instructional materials were available to every student, including English Learners, for classroom use and for use at home as needed for assigned instructional purposes. **Year of adoption: 2022.** **Method of adoption: Board approval following a staff curriculum pilot, rubric-based evaluation, and staff recommendation.**	
Science	**Science Laboratory Equipment, Grades 9–12: Not Applicable.** Golden Valley Orchard serves students in grades K–8 and does not offer grades 9–12 laboratory science courses. Accordingly, the requirement concerning sufficient laboratory science equipment for grades 9–12 does not apply.	0
History-Social Science	Golden Valley Orchard uses primary-source documents, literature, historical texts, maps, teacher-developed resources, and supplemental instructional materials aligned with the California History-Social Science standards and the educational program described in the Board-approved Golden Valley Orchard charter. These instructional materials did not undergo a separate curriculum pilot or separate Board textbook-adoption process. Materials are selected and implemented in accordance with the instructional approach and educational program established through the Board-approved charter. Sufficient History-Social Science instructional materials were available to every student, including English Learners, for classroom use and for use at home as needed for assigned instructional purposes.	0
Foreign Language	**Not Applicable for the 2024–25 school year.** Golden Valley Orchard did not offer a separate foreign language course during the 2024–25 school year. Therefore, there were no foreign language textbooks or instructional materials requiring a sufficiency determination or year of adoption for this reporting period.	0
Health	The LEA's instructional methodology is thematic interdisciplinary studies. Units of health are integrated from several source materials and designed by teachers specifically for each class. Textbooks are not used, though primary source materials are used.	0

Subject	List of Textbooks and Other Instructional Materials/Indicate if from Most Recent Adoption/Year of Adoption	Percent Students Lacking Own Assigned Copy
Visual and Performing Arts	These instructional materials did not undergo a separate curriculum pilot or separate Board textbook-adoption process. Materials are selected and implemented in accordance with the instructional approach and educational program established through the Board-approved charter. Sufficient Visual and Performing Arts instructional materials were available to every student, including English Learners, for classroom use and for use at home as needed for assigned instructional purposes. All students at the LEA are trained in drama, music, and fine arts. Materials are primary source sheet music and primary source materials.	0
Science Lab Eqpmt (Grades 9-12)	N/A	0

Note: Cells with N/A values do not require data.

School Facility Conditions and Planned Improvements

Golden Valley Orchard operates at the Filbert Avenue campus and serves students in grades K–8. The campus includes instructional classrooms, administrative office space, student restrooms, a multipurpose room and kitchen, specialty instructional spaces, and outdoor school grounds. The facility age is 87 years but with modernizations and additions completed in subsequent years.

The school's most recent annual facilities inspection for the 2024–25 reporting period was conducted using the California Facility Inspection Tool (FIT) in August 2024.

The FIT evaluated facility conditions in the areas of systems, interior surfaces, cleanliness, electrical systems, restrooms and drinking fountains, safety, structural conditions, and external conditions. The 2024–25 FIT rated the Orchard/Filbert campus 100 percent overall and "Exemplary." All applicable categories received a 100-percent rating, and no deficiencies were identified on the inspection.

The detailed FIT inspection reflects that applicable conditions in instructional spaces, administrative areas, restrooms, multipurpose and kitchen areas, and other inspected spaces were marked "OK," indicating good repair. The FIT did not identify corrective deficiencies or a district plan necessary to remedy deficiencies at the time of the inspection.

Work Order Process and Cleaning Standards

Golden Valley Charter Schools staff monitor the condition of the Orchard campus and report identified maintenance or repair needs through the established facilities work-order process. Depending upon the nature of the work and responsibility for the facility, concerns are addressed by appropriate maintenance personnel or coordinated with San Juan Unified School District. Work is prioritized based on health and safety, urgency, operational impact, and the nature of the required repair.

Routine custodial services are provided for classrooms, restrooms, administrative areas, common spaces, and school grounds in accordance with established cleaning expectations. School administration monitors campus cleanliness and facility conditions and reports conditions requiring additional custodial or maintenance attention through the appropriate process.

Deferred Maintenance and Planned Facility Projects

At the time of the 2024–25 FIT inspection, no deficiencies requiring corrective action were identified, and the campus received an overall Exemplary rating of 100 percent.

Golden Valley Orchard operates on facilities owned by San Juan Unified School District. Larger capital and deferred-maintenance projects associated with the District-owned facility are coordinated with and planned through San Juan Unified School District. Golden Valley Charter Schools therefore distinguishes routine school-site maintenance and work orders from larger District-controlled capital projects.

Long-range facilities planning for the Orchard/Filbert campus has included roofing, HVAC, fencing/perimeter improvements, and related campus improvements. Current planning information has identified roofing work for a future construction cycle and HVAC/fencing improvements in subsequent facilities planning; however, these projects have remained subject to San Juan Unified School District planning, funding, approval, and scheduling rather than constituting deficiencies identified through the school's annual FIT inspection. Internal facilities records specifically characterize the Filbert HVAC/fencing project as being in the planning phase rather than finalized.

For the 2024–25 SARC reporting period, the school did not identify a separate Orchard deferred-maintenance expenditure arising from deficiencies on the annual FIT because the FIT identified no deficiencies requiring corrective action. Larger capital project costs are determined and budgeted through the facility owner's capital-planning process as applicable.

School Facility Good Repair Status

Using the **most recently collected** Facility Inspection Tool (FIT) data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

Year and month of the most recent FIT report: September 2024

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	

Overall Facility Rate

Year and month of the most recent FIT report: September 2024

Overall Rating	Good

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System includes assessments for English language arts/literacy [ELA], mathematics, and science for students in the general education population and the California Alternate Assessment [CAA]. Only eligible students may participate in the administration of the CAA. CAA items are aligned with alternate achievement standards, which are linked with the Common Core Standards [CCSS] or California Next Generation Science Standards [CA NGSS] for students with the most significant cognitive disabilities).

  The CAASPP System encompasses the following assessments and student participation requirements:
  1. **Smarter Balanced Summative Assessments and CAA for ELA** in grades three through eight and grade eleven.
  2. **Smarter Balanced Summative Assessments and CAA for mathematics** in grades three through eight and grade eleven.
  3. **California Science Test (CAST) and CAA for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

- **College and Career Ready:** The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in ELA and Mathematics for All Students taking and completing state-administered assessments Grades Three through Eight and Grade Eleven Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2023–24	School 2024–25	District 2023–24	District 2024–25	State 2023–24	State 2024–25
English Language Arts / Literacy (grades 3-8 and 11)	43%	47%	40%	41%	47%	48%
Mathematics (grades 3-8 and 11)	27%	23%	29%	29%	35%	37%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: ELA and Mathematics test results include the Smarter Balanced Summative Assessments and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAA divided by the total number of students who participated in both assessments.

CAASPP Test Results in ELA by Student Group for students taking and completing state-administered assessment Grades Three through Eight and Grade Eleven (School Year 2024–25)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	155	150	96.77%	3.23%	46.67%
Female	71	69	97.18%	2.82%	50.72%
Male	84	81	96.43%	3.57%	43.21%
American Indian or Alaska Native	0	0	0%	0%	0%
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	24	23	95.83%	4.17%	47.83%
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	15	15	100.00%	0.00%	66.67%
White	111	107	96.40%	3.60%	43.93%
English Learners	--	--	--	--	--
Foster Youth	0	0	0%	0%	0%
Homeless	--	--	--	--	--
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	38	37	97.37%	2.63%	37.84%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	32	29	90.63%	9.37%	13.79%

Note: ELA test results include the Smarter Balanced Summative Assessments and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Test Results in Mathematics by Student Group for students taking and completing state-administered assessment Grades Three through Eight and Grade Eleven (School Year 2024–25)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	155	149	96.13%	3.87%	23.49%
Female	71	68	95.77%	4.23%	19.12%
Male	84	81	96.43%	3.57%	27.16%
American Indian or Alaska Native	0	0	0%	0%	0%
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	24	23	95.83%	4.17%	8.70%
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	15	15	100.00%	0.00%	40.00%
White	111	106	95.50%	4.50%	23.58%
English Learners	--	--	--	--	--
Foster Youth	0	0	0%	0%	0%
Homeless	--	--	--	--	--
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	38	37	97.37%	2.63%	10.81%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	32	28	87.50%	12.50%	7.14%

Note: Mathematics test results include the Smarter Balanced Summative Assessments and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Test Results in Science for All Students
Grades Five, Eight and High School
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2023–24	School 2024–25	District 2023–24	District 2024–25	State 2023–24	State 2024–25
Science (grades 5, 8, and high school)	32.73%	36.73%	29.38%	28.90%	30.73%	32.33%

Note: Science test results include the CAST and the CAA for Science. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Test Results in Science by Student Group
Grades Five, Eight and High School (School Year 2024–25)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	50	49	98.00%	2.00%	36.73%
Female	25	24	96.00%	4.00%	37.50%
Male	25	25	100.00%	0.00%	36.00%
American Indian or Alaska Native	0	0	0%	0%	0%
Asian	0	0	0%	0%	0%
Black or African American	0	0	0%	0%	0%
Filipino	0	0	0%	0%	0%
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	--	--	--	--	--
White	39	38	97.44%	2.56%	42.11%
English Learners	--	--	--	--	--
Foster Youth	0	0	0%	0%	0%
Homeless	--	--	--	--	--
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	15	14	93.33%	6.67%	21.43%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	--	--	--	--	--

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Career Technical Education (CTE) Programs (School Year 2024–25)

N/A

Career Technical Education (CTE) Participation (School Year 2024–25)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	--
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	--
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	--

Course Enrollment/Completion of University of California (UC) and/or California State University (CSU) Admission Requirements

UC/CSU Course Course Measure	Percent
2024–25 Pupils Enrolled in Courses Required for UC/CSU Admission	
2023–24 Graduates Who Completed All Courses Required for UC/CSU Admission	

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

California Physical Fitness Test Results (School Year 2024–25)
Percentage of Students Participating in each of the five Fitness Components

Grade	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
5	100%	100%	100%	100%	100%
7	95%	95%	95%	82%	82%

Note: The admistration of the PFT requires only participation results for these five fitness areas.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site

Opportunities for Parental Involvement (School Year 2025–26)

Parent Circle Meetings – monthly
Class Meetings - twice per year or more
Festival Committee--10-12 times per year
Diversity, Equity, and Inclusion Committee--monthly
Social and Cultural Events-varies
School Festivals - 2 per year
Parent Enrichment Evenings - 3 per year
LCAP Stakeholder Engagement Meetings - once per year
LCAP Parent Survey - once per year

State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

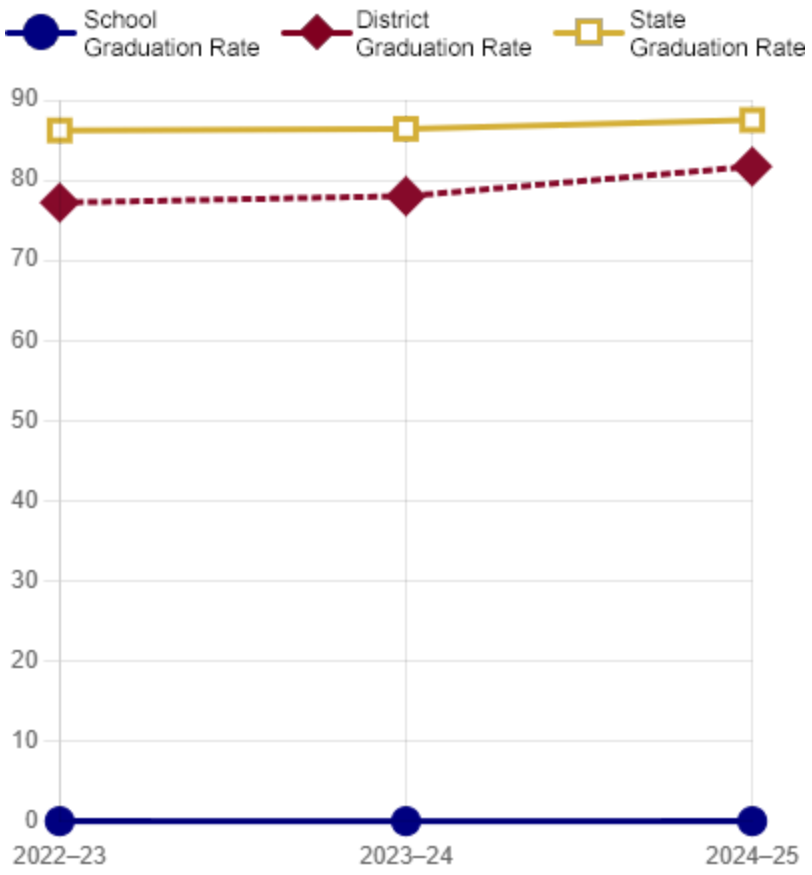
- High school graduation rates;
- High school dropout rates; and
- Chronic Absenteeism

Graduation Rate and Dropout Rate (Four-Year Cohort Rate)

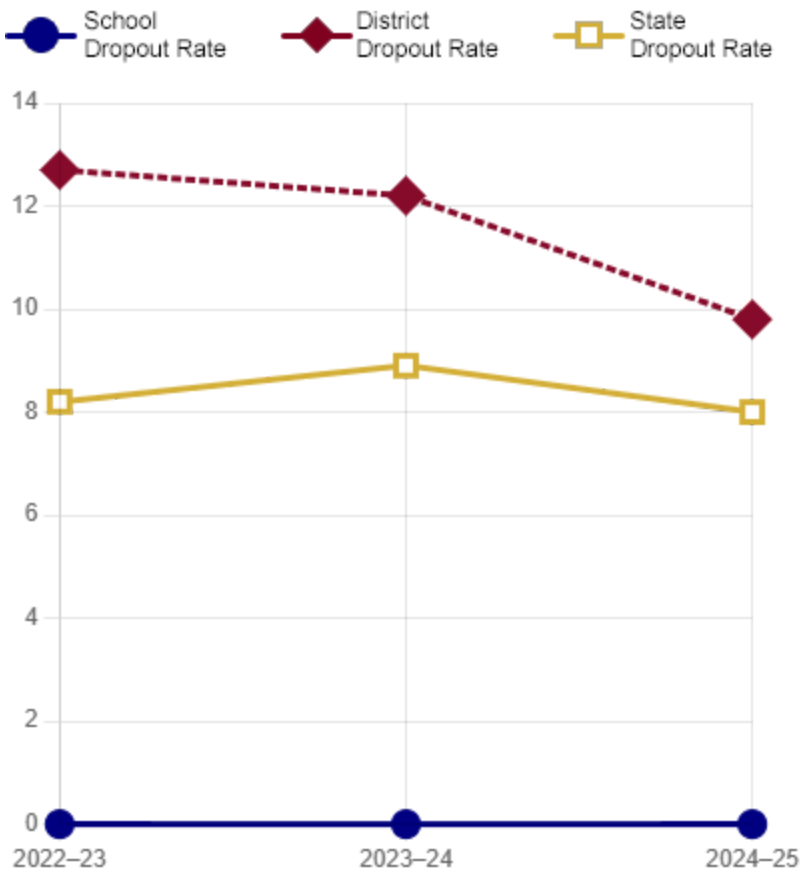
Indicator	School 2022–23	School 2023–24	School 2024–25	District 2022–23	District 2023–24	District 2024–25	State 2022–23	State 2023–24	State 2024–25
Graduation Rate				77.2%	78.0%	81.7%	86.2%	86.4%	87.5%
Dropout Rate				12.7%	12.2%	9.8%	8.2%	8.9%	8.0%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a student population is ten or fewer.

Graduation Rates



Dropout Rates



Graduation Rate by Student Group (Four-Year Cohort Rate) (School Year 2024–25)

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	0.0	0.0	0.0%
Female	0.0	0.0	0.0%
Male	0.0	0.0	0.0%
Non-Binary	0.0	0.0	0.0%
American Indian or Alaska Native	0.0	0.0	0.0%
Asian	0.0	0.0	0.0%
Black or African American	0.0	0.0	0.0%
Filipino	0.0	0.0	0.0%
Hispanic or Latino	0.0	0.0	0.0%
Native Hawaiian or Pacific Islander	0.0	0.0	0.0%
Two or More Races	0.0	0.0	0.0%
White	0.0	0.0	0.0%
English Learners	0.0	0.0	0.0%
Foster Youth	0.0	0.0	0.0%
Homeless	0.0	0.0	0.0%
Socioeconomically Disadvantaged	0.0	0.0	0.0%
Students Receiving Migrant Education Services	0.0	0.0	0.0%
Students with Disabilities	0.0	0.0	0.0%

For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at https://www.cde.ca.gov/ds/ad/acgrinfo.asp.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a student population is ten or fewer.

Chronic Absenteeism by Student Group (School Year 2024–25)

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	307	302	64	21.2%
Female	146	144	30	20.8%
Male	161	158	34	21.5%
Non-Binary				
American Indian or Alaska Native				
Asian				
Black or African American				
Filipino				
Hispanic or Latino	54	52	5	9.6%
Native Hawaiian or Pacific Islander				
Two or More Races	36	35	6	17.1%
White	207	205	51	24.9%
English Learners				
Foster Youth				
Homeless				
Socioeconomically Disadvantaged	82	79	24	30.4%
Students Receiving Migrant Education Services				
Students with Disabilities	55	55	8	14.5%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

Rate	School 2022–23	School 2023–24	School 2024–25	District 2022–23	District 2023–24	District 2024–25	State 2022–23	State 2023–24	State 2024–25
Suspensions	2.72	0.00	4.56	4.53	0.00	3.80	3.60	3.28	2.94
Expulsions	0.00	0.00	0.00	0.06	0.05	0.02	0.08	0.07	0.06

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Suspensions and Expulsions by Student Group (School Year 2024–25)

Student Group	Suspensions Rate	Expulsions Rate
All Students	4.56%	0.00%
Female	1.37%	0.00%
Male	7.45%	0.00%
Non-Binary	0.00%	0.00%
American Indian or Alaska Native	0.00%	0.00%
Asian	0.00%	0.00%
Black or African American	0.00%	0.00%
Filipino	0.00%	0.00%
Hispanic or Latino	3.70%	0.00%
Native Hawaiian or Pacific Islander	0.00%	0.00%
Two or More Races	2.78%	0.00%
White	4.83%	0.00%
English Learners	0.00%	0.00%
Foster Youth	0.00%	0.00%
Homeless	0.00%	0.00%
Socioeconomically Disadvantaged	7.32%	0.00%
Students Receiving Migrant Education Services	0.00%	0.00%
Students with Disabilities	9.09%	0.00%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

School Safety Plan (School Year 2025–26)

GVOS complies with Education Code Section 47605(c)(5)(F)(ii). The School Safety Plan is drafted specifically to the needs of the facility in conjunction with law enforcement and the Fire Marshal. Staff receive training in emergency response, including appropriate "first responder" training or its equivalent.
Disaster procedures included in the School Safety Plan address and include adaptations for students for students with disabilities. To the extent an employee, parent/guardian, educational rights holder, or student brings concerns regarding the procedures to the School Leader and, if there is merit to the concern, the principal shall direct the School Safety Plan to be modified accordingly.
The LEA Safety Plan will be reviewed and approved annually at a scheduled Board of Trustees meeting. The plan is reviewed by leadership and staff every January or February.
Link to Safety Plans.

D. Other SARC information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Average Class Size and Class Size Distribution (Elementary) (School Year 2022–23)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	24.00	0	2	0
1	32.00	0	1	0
2	31.00	0	1	0
3	32.00	0	1	0
4	30.00	0	2	0
5	27.00	0	1	0
6	24.00	0	2	0
Other**	53.00	0	0	2

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Elementary) (School Year 2023–24)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	13.00	3		
1	22.00		2	
2	26.00		1	
3	30.00		1	
4	30.00		1	
5	30.00		1	
6	25.00		2	
Other**	59.00			1

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Elementary) (School Year 2024–25)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	18.00	1	2	0
1	19.00	2	0	0
2	22.00	0	2	0
3	25.00	0	1	0
4	28.00	0	1	0
5	29.00	0	1	0
6	28.00	0	1	0
Other**	21.00	0	2	0

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Secondary) (School Year 2022–23)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	0.00	0	0	0
Mathematics	0.00	0	0	0
Science	0.00	0	0	0
Social Science	0.00	0	0	0

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Average Class Size and Class Size Distribution (Secondary) (School Year 2023–24)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts				
Mathematics	9.00	1		
Science				
Social Science				

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Average Class Size and Class Size Distribution (Secondary) (School Year 2024–25)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts				
Mathematics				
Science				
Social Science				

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Ratio of Pupils to Academic Counselor (School Year 2024–25)

Title	Ratio
Pupils to Academic Counselor*	0

* One full-time equivalent (FTE) equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time.

Student Support Services Staff (School Year 2024–25)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	0.00
Library Media Teacher (Librarian)	0.00
Library Media Services Staff (Paraprofessional)	0.00
Psychologist	0.50
Social Worker	0.00
Nurse	0.00
Speech/Language/Hearing Specialist	1.00
Resource Specialist (non-teaching)	
Other**	0.00

* One full-time equivalent (FTE) equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time.
** "Other" category is for all other student support services staff positions not listed.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2023–24)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$14112.00	$4305.00	$9808.00	$70566.00
District	N/A	N/A	--	$90853.00
Percent Difference – School Site and District	N/A	N/A		-25.14%
State	N/A	N/A	$11146.18	$100333.00
Percent Difference – School Site and State	N/A	N/A	23.48%	-34.63%

Note: Cells with N/A values do not require data.

Types of Services Funded (Fiscal Year 2024–25)

The LEA provides a full spectrum of special education and general education supports. The Common Core Standards are approached through the lens of the Waldorf curriculum, integrating academics with the arts to foster the development of the whole child.

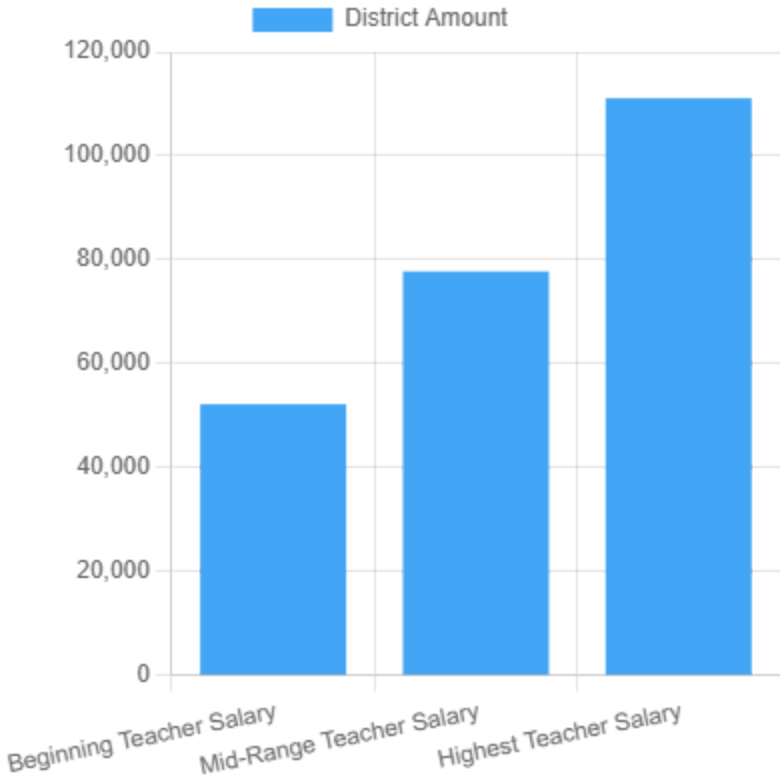
Students who experience academic challenges receive targeted support from an on-site Education Specialist. Our arts-integrated approach engages multiple modalities of learning to meet diverse styles and interests through music, handwork, gardening, drama, painting, and movement.

Teachers use ongoing formative assessments to tailor instruction, design interventions, and provide appropriate academic challenges for students working at or toward grade level expectations.

Teacher and Administrative Salaries (Fiscal Year 2023–24)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	$52217.00	$60862.67
Mid-Range Teacher Salary	$77770.00	$93575.04
Highest Teacher Salary	$111100.00	$125548.29
Average Principal Salary (Elementary)	$147623.00	$157644.72
Average Principal Salary (Middle)	$156383.00	$165340.66
Average Principal Salary (High)	$176064.00	$182579.89
Superintendent Salary	$324066.00	$357064.20
Percent of Budget for Teacher Salaries		
Percent of Budget for Administrative Salaries		

For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at https://www.cde.ca.gov/ds/fd/cs/.


District Amount
120,000
100,000
80,000
60,000
40,000
20,000
0
Beginning Teacher Salary
Mid-Range Teacher Salary
Highest Teacher Salary

District Amount
180,000
160,000
140,000
120,000
100,000
80,000
60,000
40,000
20,000
0
Average Principal Salary (Elementary)
Average Principal Salary (Middle)
Average Principal Salary (High)

Advanced Placement (AP) Courses (School Year 2024–25)

Percent of Students in AP Courses %

Subject	Number of AP Courses Offered*
Computer Science	0
English	0
Fine and Performing Arts	0
Foreign Language	0
Mathematics	0
Science	0
Social Science	0
Total AP Courses Offered*	0

* Where there are student course enrollments of at least one student.

Professional Development

Measure	2023–24	2024–25	2025–26
Number of school days dedicated to Staff Development and Continuous Improvement	5	5	5

MEMORANDUM OF UNDERSTANDING
BETWEEN
GOLDEN VALLEY CHARTER SCHOOLS
FOR EDUCATION RENEWAL AND
GOLDEN VALLEY EDUCATIONAL FOUNDATION
(Approved by the Board of Trustees on February14, 2024)

This Memorandum of Understanding ("Agreement") is executed by and between the Board of Trustees ("BOT") of Golden Valley Charter Schools for Education Renewal, Inc. ("GVCS") and the Board of Directors ("GVEF Board") of the Golden Valley Educational Foundation, Inc. ("GVEF").

PURPOSE:

This Agreement is intended to formalize the relationship between GVCS and GVEF and to outline the parties' agreements governing their respective fiscal and administrative responsibilities and their legal relationship and other matters of mutual interest. These may include but are not limited to:

- Setting forth guidelines and direction for the management of funds derived from the fundraising activities of GVEF;
- Improving the transparency of matters and actions related to fundraising for the benefit of the GVCS school community;
- Meeting the requirements of current and potential donors and granting agencies.
- Supporting effective collaboration among the greater Golden Valley Charter Schools' community.

Definitions:

Golden Valley Charter Schools (GVCS) – The California entity incorporated as a 501.(c).(3) nonprofit public benefit corporation. GVCS qualifies for public charity status as a "regular school" under Internal Revenue Code Section 170(b)(1)(A)(ii). GVCS operates the Golden Valley Charter Schools for Education Renewal, serving TK through eighth grade, authorized by the San Juan Unified School District and located at 1000 River Rock Drive, Suite 220, Folsom, CA 95630.

Board of Trustees (BOT) – The Board of Trustees, elected according to the GVCS By-Laws to provide primary vision, oversight, and accountability for the sustainability of the Golden Valley Charter Schools for Education Renewal.

GVCS Central Office (CO) – The school employees designated by the Executive Director to provide the leadership and stewardship for the operational sustainability and well-being of the Golden Valley Charter Schools.

Golden Valley Educational Foundation (GVEF) – The California entity incorporated as a nonprofit public benefit corporation on July 25, 2001. GVEF has obtained a favorable tax exempt determination of 501.(c).(3) status from the IRS. It is classified as a "publicly supported organization" under Internal Revenue Code Sections 509(a)(1) and 170(b)(1)(A)(vi). GVEF's specific purpose is to provide support for the activities of Golden Valley Charter Schools for Education Renewal. This will be accomplished with volunteer and fundraising efforts such as: special events, and solicitation of corporate and private sponsors through grant proposals. GVEF is composed of several key teams.

GVEF Board – The Board of Directors elected according to the GVEF By-Laws to provide leadership and stewardship to significantly expand the pool of financial and volunteer resources to serve the Golden Valley Charter School of Sacramento.

Annual Giving Campaign (AGC) – The Annual Giving Campaign which is a primary fund-raising activity of GVCS. The AGC is led by the Development Coordinator, an employee of GVCS. The Development Coordinator may establish a committee and seek support from GVEF to accomplish giving goals.

Parent Circle (PC) – The classroom parent representatives elected to provide leadership and stewardship for organizing volunteers and mobilizing community events. The PC at each school holds an account at the Schools Credit Union under the Tax ID of GVEF.

Classroom Accounts – The class fundraising/field trip accounts are maintained by the GVCS CO. The main purpose of these accounts is to accumulate funds for field trips including scholarships of field funds for individual classes.

Community – The "Community" as referenced in this document refers to the collection of students, parents/guardians, volunteers, donors, and paid staff who are associated with the Golden Valley Charter Schools.

NOW, THEREFORE, in consideration of the promises and the mutual covenants and agreements herein set forth, GVCS and GVEF hereby agree as follows:

AGREEMENTS:

I. Terms:

A. The term of this Agreement is for five years from the date of execution unless otherwise terminated.

B. Any modification of this Agreement must be in writing and executed by the duly authorized representatives of both parties, specifically indicating the intent of the parties to modify this Agreement.
   1. The duly authorized representatives of GVCS are the BOT.
   2. The duly authorized representatives of GVEF are the GVEF Board.
   3. For purposes of amendment of this Agreement, both the BOT and the GVEF Board are required to take action.

II. Roles and Responsibilities:

The roles and responsibilities of GVCS and GVEF include, but are not limited to, the following:

GVEF:

A. To sustainably increase the financial and volunteer resources available to support the vision and mission of GVCS.
B. To have a GVEF Board member give quarterly updates at the GVCS Board meeting.
C. To have the GVCS Executive Director or designee as an ex-officio (non-voting) member of the GVEF Board.
D. To serve as fiscal agent for all grant applications and fundraising events for GVCS.
E. To serve as the corporate entity and fiscal agent for the Parent Circle Accounts.

F. To authorize grants in alignment with the funding priorities communicated by the GVCS Executive Director or designated agent.
G. To have a GVEF Board member attend the GVCS Finance Committee quarterly.
H. To operate within best practices and ethical accounting standards as responsible stewards of significant resources.
I. To honor and operate within the boundaries of GVCS School-wide Policies.
J. To create and implement GVEF specific policies and procedures in alignment with this Agreement.
K. To carry out any other requests consistent with this Agreement and consistent with GVEF's specific purpose as requested by the GVCS Board of Trustees.

GVCS:

A. To provide oversight and direction to GVEF that is in alignment with the vision and mission of GVCS.
B. To engage the community in obtaining input and buy in on clear funding priorities for how GVEF grants should be allocated to the schools.
C. To ensure accountability and transparency in how GVEF grants are administered and utilized.

III. Budget Requirements:

A. GVEF shall collaborate with the GVCS Executive Director, designated GVCS finance committee, and Parent Circle to formalize a GVEF annual operating budget.
B. GVEF shall submit a formal proposed GVEF budget for the following year to the BOT by **April 25th** of the current year.
C. BOT shall review and decide to approve or deny the budget by **June 8th**. If the budget is denied, BOT shall provide specific reasons for the denial with specific requests for changes to the budget.
D. GVEF shall submit a revised budget to BOT based on unforeseen budget changes by **October 31st**.
E. Budget changes: GVEF has the discretion to make changes to the approved budget that are less than 5% of the total budget.
F. If BOT fails to meet their budget related deadlines, GVEF Board assumes approval has been granted until otherwise notified by the BOT with a decision.
G. If GVEF fails to meet their budget deadlines OR a budget has not been agreed to by both the GVEF and BOT, the GVEF Board may only authorize expenditures to meet prior invoice commitments or maintain essential monthly services for collecting new funds or holding existing funds. NO other expenditures are permitted until a formal budget is approved.

IV. Management of Financial

Resources: Collection of Funds

A. GVEF shall be the recipient fiscal agent for applicable ~~all non-trivial~~ grants and event proceeds to GVCS.
B. GVCS shall NOT advance ANY funds to GVEF.
C. Funds received by GVEF are to be deposited in an FDIC, NCUA or equivalent insured interest-bearing account with an established bank or credit union.
D. The primary GVEF account shall be referred to as the "GVEF Master Account."
E. GVEF shall maintain separate accounts for "GVEF - Parent Circle."
F. GVEF shall notify the BOT of any actions to open or close a bank account within 30 days of the transaction. Prior notification is preferred but not required. BOT approval is not required.

V. Marketing and Communications

GVEF will work with the GVCS Marketing & Communications Coordinator to receive ~~and have~~ approval for all internal and external marketing and communications publicized to the schools and community. Dissemination may include print media, swag, news releases, email, webinars, and social media distribution channels.

VI. Large Gifts & Debt

A. GVEF shall notify the BOT of any unexpected and extraordinary (exceeds $10,000 in one fiscal year) funds received outside of the fund development plan within one month of receipt of the funds. An example includes a one-time $10,000 unrestricted donation made to the school. Deposits of additional gifts will come as unrestricted funds to be deposited in the GVCS bank account according to the quarterly schedule. GVCS, by approving the annual and interim budgets, will direct additional funding to programs or purchases as needed.
B. GVEF may NOT enter into any long-term debt instruments without prior written approval from GVCS.
C. GVEF may create and use limited short term debt (credit cards or equivalent) with a credit limit not to exceed $5000 for recurring or typical operational costs in alignment with the approved budget. GVEF must pay off short term debt as quickly and prudently as possible to minimize the eroding cost of interest. Typically, this means paying it in full at the end of the billing cycle.
D. General accounting principles will be applied to manage sub-accounts for monies collected including, but not limited to, capital campaign funds, restricted funds and unrestricted funds.

VII. Expenditures of Funds

A. GVEF may only allocate funds for the following purposes:
    a. Expenses necessary and reasonable to generate funding and operate as a formal corporation.
    b. Grants made directly to the schools or made directly on behalf of the schools.
    c. Maintaining fiscal reserves
    d. Creating a long-term endowment exclusively for making future expenditures on behalf of goals set by the GVCS BOT.
B. GVEF shall maintain a 5% operational reserve of annual total expenditures as cash on hand to handle uneven cash flow issues that occur over the year.
C. GVEF may only authorize the expenditure of funds above the reserves and in alignment with the formal budget approved by the BOT.
D. GVEF may designate only 2 agents to authorize expenditures – President and Treasurer.
E. GVEF has input but does NOT determine the priority of grants made to the benefit of the school. Those priorities are formally set by the BOT and implemented by the GVCS Executive Director.
F. GVEF must grant all net financial earnings beyond reserves and endowment levels based on the priorities set by the BOT according to this schedule:

    a. September 15
    b. December 15
    c. April 15

VIII. Reporting Requirements:

A. GVEF shall develop an annual fundraising monitoring calendar. This calendar shall be forwarded to the GVCS Executive Director and the GVCS Development Coordinator by September 1st of each year.
B. GVEF shall provide quarterly updates to the GVCS BOT. The updates may include summary Budget to Actual Income/Expense statement, Balance Sheet Statement, major recent and upcoming fund activities.
C. GVEF shall submit financial reports to the GVCS Development Coordinator for the publishing of an annual report in November for the prior school year.
D. If required by an outside benefactor, GVEF will complete a financial audit with an independent auditor. A copy of the audit must be provided to the Executive Director and Board of Trustees for review.
E. The GVEF President will submit audit findings and any corrective action plans with appropriate deadlines to the GVCS Executive Director by February 15th of each year. Audit exceptions must be resolved to the satisfaction of the GVCS BOT.

IX. No Agency Relationship:

A. The parties recognize that the Foundation and GVCS are each separate legal entities.
B. In accordance with its specific nonprofit public benefit corporate purpose and IRS determination; GVEF shall act in the role of a supporting organization to GVCS and not other entities unless approved by the GVCS Board of Trustees.
C. GVCS shall have no authority to enter into a contract that would bind GVEF, nor extend the credit of GVEF to any third person or party.
D. GVEF shall have no authority to enter into a contract that would bind GVCS, nor extend the credit of GVCS to any third person or party.

X. Liability:

A. GVCS shall not be liable for any errors, omissions, debts or obligations made or entered into by GVEF prior to the date of execution of this Agreement.
B. It is the intent of the parties that GVCS be responsible for its own debts and obligations. Nothing in this Agreement shall be construed as imposing on GVEF any liability arising out of the operations of GVCS, except as such liability may result from the provision of services by GVEF to GVCS.
C. It is the intent of the parties that GVEF be responsible for its own debts and obligations. Nothing in this Agreement shall be construed as imposing on GVCS any liability arising out of the operations of GVEF, except as such liability may result from the provision of services by GVCS to GVEF.
D. GVCS shall not hold GVEF or the GVEF Board Members personally or collectively liable for the failure to meet budgeted GVCS Grant goals.

XI. Employees and Subcontractors:

A. GVEF shall not employ personnel. They may subcontract services to independent contractors in accordance with this Agreement.
B. GVEF may not contract with third parties for any services required to operate GVEF unless it is in accordance with the approved annual GVEF budget.
C. GVEF must notify the BOT prior to contracting with any other entity as a primary provider of business services (accounting, legal, etc.) with the contact information for the intended provider.

D. GVCS must notify GVEF in a timely manner if there are any concerns with a primary provider that may conflict with the interests, independence, or security of the school. GVCS may block or require the termination of any GVEF contract with a provider if the BOT determines that the contract and/or vendor violates school policy or creates an unacceptable legal risk to the larger school community.

XII. Policies and Procedures:

GVEF Board shall provide copies of all GVEF policies and procedures to the GVCS Executive Director whenever they are created, amended, or deleted. Should a conflict arise for matters governed by the terms of this Agreement between the policies of GVCS and GVEF, the GVCS policies shall prevail.

XIII. Severability:

If any provision or any part of this agreement is for any reason held to be invalid and/or unenforceable or contrary to public policy, law or statute and/or ordinance, the remainder of this agreement shall not be affected thereby and shall remain valid and fully enforceable.

XIV. Non-Assignment:

Neither party shall assign its rights, duties or privileges under this Agreement, nor shall either party attempt to confer any of its rights, duties or privileges under this Agreement on any third party, without the written consent of the other party.

This Agreement contains the entire agreement of the parties with respect to the matters covered hereby, and supersedes any oral or written understanding or agreements between the parties with respect to the subject matter of this Agreement. No person or party is authorized to make any representations or warranties except as set forth herein, and no agreement, statement, representation or promise by any party hereto which is not contained herein shall be valid or binding. The undersigned acknowledges that he/she has not relied upon any warranties, representations, statements or promises by any of the parties herein or any of their agents or consultant except as may be expressly set forth in this Agreement. The parties further recognize that this Agreement shall only be modified in writing and by the mutual agreement of both parties.

Dated: _____

Katie Gerski-Keller, Board of Trustees Chair, *Golden Valley Charter Schools for Education Renewal*

Dated: _____

Darryl Cragun, Board of Directors President, *Golden Valley Educational Foundation*

GOLDEN VALLEY
CHARTER SCHOOLS

Board of Trustees Oath of Office

"I, INSERT NAME HERE, do solemnly swear (or affirm) that I will faithfully discharge the duties of the office of member of the Board of Trustees of Golden Valley Charter Schools, in accordance with the Constitution of the United States, the Constitution of the State of California, and the laws of the State of California, to the best of my ability.

"I further swear (or affirm) that:

“I shall participate in the group process to make decisions and take actions based on what is best for the Corporation as a whole, in keeping with our vision, mission and charters, and not based on a personal agenda;

“I shall perform my duties, including duties as a member of any committee, in good faith, with candid actions and active participation, including asking questions to help make informed decisions.

“I shall act the way a reasonably prudent person would in a like position and under similar circumstances;

“I shall place the Corporation’s interests over any other organization’s interests or personal interests;

“I acknowledge the board’s decisions or actions are final, and shall support and implement the decisions; and shall not undermine them, publicly or privately;

“I shall practice and maintain a respectful, courteous attitude in all interactions with other Trustees and guests, both verbally and non-verbally.

“I shall take turns speaking with show of hands, will focus on the speaker, and will avoid side conversations.

“I shall not speak for, or in the name of, the Board unless by explicit direction of the Board unless I am the Board Chair;

“I shall support all Board decisions until it is amended or rescinded by the Board, even if I voted against the decision;

“I shall maintain confidentiality on matters regarding personnel, student and family information, site negotiations and other areas;

“I shall use discretion in all communications. If confidentiality is violated, I may be removed from the Board.

“I shall abide by the Bylaws;

“I shall support the Charter, vision and mission of the organization.”

_____ _____

INSERT NAME HERE Date

Faculty Chair Report
Jordan Watkins
August 13, 2026

At our first faculty pre-service meeting, Jennifer Hoover offered us the image of the circle as a guiding picture for our work this year. The circle is one of humanity's oldest forms. It carries within it images of wholeness, protection, belonging, continuity, and return. There is no beginning or end, and each point has a place within the whole.

As teachers, we reflected on the circles we create around children. Children are nourished not only by what we teach them, but also by the forms we create around them-the rhythms they can depend upon, the relationships that surround them, the expectations that remain steady, and the community in which they know they belong. Our work as the adults in this community is to create a living circle in which we hold the children of our school. When the adults surrounding a child work with trust, consistency, warmth, and a shared sense of purpose, the child can feel it. Children know when the circle around them is steady. They know when they are held. And from that feeling of security and belonging, they are free to learn, explore, take risks, make mistakes, and grow.

This image feels especially meaningful as we begin another school year together, particularly as we welcome many new faculty members into our community. Each has brought such wonderful energy, enthusiasm, and care to our school. We each have our own place within the whole-teachers, parents, administrators, staff members, students, and community members-and the strength of the circle comes from each of us understanding and tending to our place within it

There was a wonderful feeling among the faculty during our days of pre-service together. Our meetings felt positive, purposeful, and full of life. There was genuine happiness in being together again, welcoming new colleagues, sharing ideas, preparing our spaces, and looking ahead to the year before us. So much of what creates the first day of school happens long before a child walks through the door. There is something profoundly hopeful about preparing a classroom for our students. Lessons are imagined, chalkboards are carefully drawn, desks are arranged, and materials are placed with love and intention. We,

as teachers, meditate deeply on the children who we are preparing to receive in our care. Teachers delighted in the familiar scent of freshly opened beeswax crayons and the sight of beautifully sharpened Lyra colored pencils waiting to be put into children's hands.

The excitement and warmth we had felt during pre-service seemed to carry directly into the first day of school. Classrooms that had been quiet all summer were suddenly filled again with voices, movement, laughter, stories, drawing, singing, and friendship. The school felt alive again. Most beautifully, the students seemed to feel that energy as well. Lila in seventh grade shared, "The positive energy was amazing. We are so happy to be back together." Ellie in third grade reflected, "It was a great first day of school. My favorite part was probably drawing with my class. It felt so fun to come back and see my friends again." Their joy in returning felt like a beautiful affirmation of the community we are continually working to create around them.

Perhaps nowhere was the image of the circle more visible than at our Rose Ceremony. The amphitheater seemed fuller than ever, with students, teachers, parents, siblings, and friends gathered together to witness one of the most beautiful traditions of Waldorf education.

Our oldest students stood ready to welcome our youngest children. One by one, the first graders stepped forward to receive a rose from an eighth grader. For the youngest children, it marked a beginning. For the eighth graders, it offered a glimpse backward. The students welcoming those little first graders were once the children taking those same small steps forward. They, too, once received a rose. They, too, once stood at the beginning of this journey, not yet knowing all of the stories, friendships, challenges, discoveries, performances, festivals, lessons, and memories that would fill the years ahead.

This year, our eighth-grade families added another beautiful layer to the morning. Before the Rose Ceremony began, the eighth graders and their parents gathered together for a special moment of their own. Each parent brought an item from their child's early years and presented it to them. Before asking these students to step forward as the leaders and oldest children of our school, we first gave them a moment to look backward and to remember the small child they once were. A familiar childhood object placed back into their hands became a bridge between who they had been and who they are becoming. The students, in

turn, presented their parents with a rose. It was a beautiful exchange: parents returning a small piece of childhood to their children, and children offering something back to the people who have walked beside them throughout their journey. And then, only a short while later, those same eighth graders stepped forward to offer roses to our first graders.

As we move forward from these first days, that circle feels like an especially meaningful picture to carry with us. It can remind us that the work of a school is not held by any one person. It is created through hundreds of small acts of steadiness, care, trust, preparation, and reverence.

There is so much to feel hopeful about as we begin this school year. The warmth and enthusiasm of our faculty, the energy brought by our new colleagues, the joy of our students, the beauty of our traditions, and the fullness of our community all made these opening days feel especially meaningful. May we continue to tend the circle we have created together-to strengthen it through trust, rhythm, warmth, and consistency; to recognize the important place each person holds within it; and, above all, to make it a circle in which every child feels known, welcomed, and held.

Faculty Chair Report
Sarah Chase
River School

River school teachers and staff have been busily readying our classes since we were not able to come in over the summer due to the roof construction happening. We are welcoming a new first grade teacher, music teacher, art teacher, practical arts teacher and games teacher this year. We are all looking forward to our annual traditions with the rose ceremony on the first day and festivals starting back like the festival of light. We will gather with our community for Chalk it up and Eagle Chase. We are all ready to get back into our routines and schedules.

GOLDEN VALLEY
BOARD OF TRUSTEES

Board Report
Beginning of the 2026-27 School Year

Welcome to a New School Year

As we begin the 2026-2027 school year, I am eternally grateful for the dedication of our teachers, staff, administrators, families, and board members who make our Golden Valley Charter School Community possible. The start of a school year is always a time of renewal. I want to remind our school community of the importance of maintaining clear, direct, and respectful communication with school leadership. When questions, concerns, or ideas arise, the best first step is to communicate directly with the person or school leader closest to the issue.

This allows concerns to be understood in context, allows those responsible for the day-to-day operations to respond, and helps prevent misunderstandings from growing unnecessarily. Our school leadership team works hard to support students, families, and staff. Holding space for direct communication allows them to address concerns thoughtfully and efficiently while maintaining appropriate confidentiality and professional boundaries.

This new start to the school year allows the Board of Trustees to step back, reflect on our responsibilities, and recommit ourselves to the mission and long-term health of our schools. Our continued work as a board is grounded in our shared commitment to providing an excellent, safe, and developmentally appropriate Waldorf education while fulfilling our responsibilities as a public charter school.

The Board of Trustees Role

As we begin the year, I encourage the board to remain focused on governance, stewardship, and strategic leadership. Our responsibilities include:

- Maintaining transparent and clear alignment with the school's charter, mission, and educational programs.
- Hold thoughtful oversight of financial sustainability and responsibility for resource allocation.
- Supporting strong school leadership while maintaining appropriate board-level accountability.
- Enforce compliance with applicable charter-school requirements and board policies.
- Monitoring academic, operational, and organizational goals.
- Building relationships among the board, school leadership, staff, and broader community.
- Keeping students' overall well-being and educational quality at the center of our decisions.

A healthy board does not seek to manage the daily operations of the school; rather, we establish direction, ask important questions, monitor results, and support our school leadership in carrying out the mission.

GOLDEN VALLEY
BOARD OF TRUSTEES

Waldorf Education and Our Mission

Our Waldorf approach gives our school a distinctive educational identity. This includes honoring the development needs of students, supporting teachers in their craft, cultivating meaningful relationships, integrating academic learning with the arts and practical experiences, and creating a school environment in which all students can develop curiosity, confidence, creativity, and a sense of responsibility. As a public charter school, we also have an important responsibility to communicate clearly how our Waldorf educational model serves students and families while meeting our public obligations and accountability requirements.

Building a Strong School Community

One of our greatest opportunities this year is to strengthen trust and communication throughout the school community. Families, staff, and board members bring different perspectives and responsibilities, but we share a common purpose: ***creating the best possible educational environment for our students***. I encourage all members of this school community to approach tough questions with curiosity rather than defensiveness, to listen with intent to all differing perspectives, and to make decisions based on our mission, evidence, policy, and the long-term interest of our school community.

Looking Ahead Together

As we look toward the important work of rechartering, this is a meaningful time to reflect on where we have been, where we are today, and the future we are building together. Our charter renewal is an opportunity to demonstrate the strength of our school, the impact of our Waldorf educational approach, and our commitment to serving students and families with excellence. This work ahead will require focus, collaboration, transparency, and a shared commitment to our mission. I am confident that when we work together, we can meet at this moment with both humility and confidence.

Thank you for the time, care, and dedication all members of our community bring to our school. May this year be one of growth, strong relationships, and renewed purposes as we continue the important work of nurturing a thriving Waldorf education and securing a strong future for our school for generations to come.

Respectfully,

Katie Gerski-Keller
Board of Trustees, Chair
Golden Valley Charter Schools

Meredith Willsen
Board of Trustees, Vice Chair
Golden Valley Charter Schools

GOLDEN VALLEY
CHARTER SCHOOLS

EXECUTIVE DIRECTOR REPORT

Submitted by Jennifer Hoover, ED

August 19, 2026

K-8 Tuition-Free Public Waldorf Schools

THE CHARTER MANAGEMENT OFFICE

August marks the beginning of a new school year for Golden Valley Charter Schools, and our campuses are once again filled with the energy of students, faculty, and staff returning to the important work of teaching and learning.

This year, we welcomed many new classroom and specialty teachers across GVCS. In preparation for their arrival, the Central Office and school leadership teams spent the week prior to the start of school providing intensive onboarding for all new hires. This time was designed to introduce new employees to Golden Valley's culture, expectations, systems, and educational approach while also helping them build relationships with staff and school leaders.

All faculty and staff then came together for three days of preservice before students returned. As part of this work, CharterSafe provided training focused on professional boundaries and the prevention and recognition of childhood abuse. Faculty continued this important conversation throughout preservice, spending additional time examining boundaries, confidentiality, and the agreements that support healthy professional relationships and a strong school community.

The remainder of preservice was spent at each school site, where faculty and staff worked together to prepare classrooms, programs, schedules, and shared spaces for the new school year. These days of collaboration are especially valuable as each school establishes its rhythms and priorities for the year ahead.

Over the summer, the River School also received a significant facility improvement with the installation of a new roof. This will greatly improve the long-term condition and protection of the campus. The construction schedule, however, meant that teachers were unable to access the campus as early as usual to prepare their classrooms. We are especially appreciative of the River faculty and staff for their flexibility, patience, and teamwork as they prepared for opening under a compressed timeline.

As we begin the school year, I am grateful for the considerable work that happens behind the scenes to make a successful opening possible. Our teachers, staff, school leaders, and Central Office team have approached the start of the year with professionalism, collaboration, and a shared commitment to creating welcoming and supportive learning environments for our students.

We look forward to a strong year ahead.

ORCHARD –

The start of the 2026-2027 school year has been both exciting and successful as we welcomed students, staff, and families back to campus. Our opening days focused on establishing positive relationships, creating a strong sense of belonging, and setting clear expectations for learning and behavior. Staff members returned energized and committed to supporting student success, and new team members participated in onboarding activities to help ensure a smooth transition into our school community. Enrollment remains steady, and classrooms were thoughtfully prepared to provide engaging and developmentally appropriate learning environments from the first day of school.

These first few days of school, teachers have focused on building classroom routines, developing meaningful relationships with students, and collaborating with colleagues to plan high-quality instruction aligned with Waldorf educational practices and California state standards. Professional learning opportunities have provided faculty and staff with training and collaborative experiences designed to strengthen instructional practices, support student well-being, and promote success throughout the school year. These efforts lay the foundation for a rich and engaging educational experience that supports the growth of the whole child.

Family and community partnerships continue to be a priority as we work together to create a safe, supportive, and welcoming environment for all students. We look forward to Back-to-School Night, which will provide families with an opportunity to connect with teachers, learn about classroom expectations, and gain insight into the year ahead. In addition, school safety procedures, emergency protocols, and campus operations have been reviewed with staff to ensure a secure learning environment. As we begin the year, our focus remains on fostering strong attendance, maintaining high expectations for learning, strengthening school connectedness, and helping every student thrive. We are grateful for the support of our families, staff, and community and look forward to a productive and successful school year.

RIVER –

Welcome back to a new school year! Whether you are joining our community for the very first time or returning for another year of learning together, welcome! We are so excited to begin this new journey with each of you.

To our new families, thank you for entrusting us with your children. We know that joining a new school community is both exciting and, at times, a little uncertain. Please know that you are now part of a community that values meaningful relationships, joyful learning, and the growth of every child. We hope you quickly feel the warmth, kindness, and sense of belonging that make Golden Valley River School such a special place.

To our returning families, welcome back home. There is something magical about seeing familiar faces return to campus after a summer apart. We look forward to hearing about your adventures, celebrating your growth, and continuing the relationships that make our school feel like an extended family.

As we begin this school year, there are two themes that will guide much of our work together.

The first is a familiar one that we hope every student carries with them both in and out of the classroom: "We Can Do Hard Things." Learning is meant to stretch us. Whether a student is tackling a difficult math problem, persevering through a challenging artistic project, navigating a friendship, or simply learning something new, growth often comes through moments that feel difficult. Rather than avoiding those moments, we want our students to recognize them as opportunities to build resilience, confidence, and character. Every challenge overcome becomes evidence that they are capable of more than they once believed.

Our hope is that this simple phrase becomes part of our students' inner dialogue. When something feels difficult, instead of saying, "I can't," we want them to remember: We can do hard things.

Our other focus extends to our families and the culture we continue to build together. A thriving school is never created by teachers alone. It is built through countless acts of generosity, volunteerism, encouragement, and shared purpose. This year, we invite every family to help strengthen a community rooted in service.

Service looks different for everyone. It may mean volunteering in a classroom, helping at a festival, serving on a committee, sharing a professional skill, preparing materials for teachers, or simply offering a helping hand to another family. Every contribution—large or small—helps create the vibrant school community our children deserve. One of the greatest gifts we can give our children is the example of adults working together for something greater than themselves. When students see parents investing their time and talents into the life of the school, they learn that community is not something we simply belong to—it is something we actively build.

As we open another school year together, I am filled with hope for all that lies ahead. There will be moments of joy, moments of challenge, and countless opportunities for learning and growth. Through it all, I know we will continue to support one another with compassion, perseverance, and a shared commitment to helping every child flourish.

Here's to a wonderful school year ahead

Enrollment – Orchard					
	2026-2027	End of Year ADA			
TK	28				
K	30				
ABK	20				
OBK	20				
MBK	18				
1	27				
2	20				
3	43				
4	44				
5	26				
6	29				
7	29				
8	28				
TK-3		95%			
4-6		95%			
7-8		95%			
Total	08/13/2026	E.O.Y. ADA Total 95%	305		

Enrollment – River					
	2026-2027	End of Year ADA			
TK	25				
K	35				
CBK	20				
LBK	20				
PBK	20				
SBK	24				
1	49				
2	48				
3	28				
4	29				
5	28				
6	26				
7	30				
8	18				
TK-3		95%	Hybrid: 99%		
4-6		96%			
7-8		95%			
Total	08/13/2026	E.O.Y. ADA Total 96%	316		

Enrollment – We have recorded Parent Information Meetings available for prospective families to watch as well as scheduled in person meetings. We will continue to accept applications and make offers for enrollment when there is an open seat in a class.

Applications for Enrollment for the 2026-2027 school year will continue to be accepted. Parent Information Meetings (PIM) are scheduled for September to learn more about GVCS and learn how to apply.

River on Wednesday, September 16th

Orchard on Wednesday, September 23rd.

Current waitlist for the Orchard School as of 08/13/2026:

TK: 6

K: 33

6: 3

Current waitlist for the River School as of 08/13/2026:

TK: 2

K:39

Marketing, Communications & Outreach

- **Focus:** Highlighting the engagement of our community and comprehensive and developmentally appropriate curriculum
- **Actions:**
  - Weekly social media posting
  - Beginning a video project for prospective families – project launch date by January
  - Ensuring School newsletters highlight stories and involvement of volunteers
  - **Chalk It Up** – Sept 5: Outreach event to showcase 8th graders, Waldorf-inspired art curriculum, and our school presence within the greater community.

Communications

- **Theme: Rooted in Service, Growing in Community**
- **Back-to-School Nights** at each school will be all-inclusive evenings welcoming parents and caregivers.
- Purpose is to bring families, teachers, staff, and parent-led groups together to strengthen the partnership between home and school.

Development

Annual Giving Campaign

- The forecasted budget for the school year is printed on the back of AGC forms, included in newsletters, and will be reiterated at Back-to-School Nights.

Fundraising with GVEF

- **Retreat Meeting was August 9:**
  - The GVEF chair will be at Back-to-School night for both schools to talk about GVEF in the MP Room
  - Three new members were nominated with one willing to focus their efforts on grant writing
  - **Next Meeting:** Sept 1 (in person). They will meet every first Tuesday from 5:30pm – 7:30pm
  - **Membership Mixer:** September 10 and every second Tuesday

SCHOOL	Donors/enrollment	YDT Received	Projected AGC Receivables	Goal
GVOS	43/305	$1,560		$35,000
GVRS	85/316	$3,645		$65,000
General Donation	n/a	$0		
TOTAL	**128/621**	**$5,205**	**$60,000**	$100,000